DOCUMENT RESUME

ED 071 302 EM 010 444

| | |
|---|---|
| TITLE | Introduction to Psychology and Leadership. Part Twelve; Applied Leadership. Segment I, Volume XII-A. |
| INSTITUTION | Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md. |
| SPONS AGENCY | National Center for Educational Research and Development (DHEW/OE), Washington, D.C. |
| BUREAU NO | BR-8-0448 |
| PUB DATE | 71 |
| CONTRACT | N00600-68-C-1525 |
| NOTE | 182p.; See also EM 010 418 and EM 010 419 |
| EDRS PRICE | MF-$0.65 HC-$6.58 |
| DESCRIPTORS | *Autoinstructional Aids; Communication (Thought Transfer); Individual Psychology; *Leadership; *Leadership Styles; *Leadership Training; *Military Training; Programed Instruction; Psychology; Social Psychology; Textbooks; Workbooks |

ABSTRACT

The twelfth volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on applied leadership and is presented in four separate documents. This document is a self instructional text which can be used with computer assisted instruction and which has intrinsically programed sections. EM 010 445, EM 010 446, and EM 010 447 are the other documents in the volume, and EM 010 420 through EM 010 443 and EM 010 451 through EM 010 512 are related documents. (SH)

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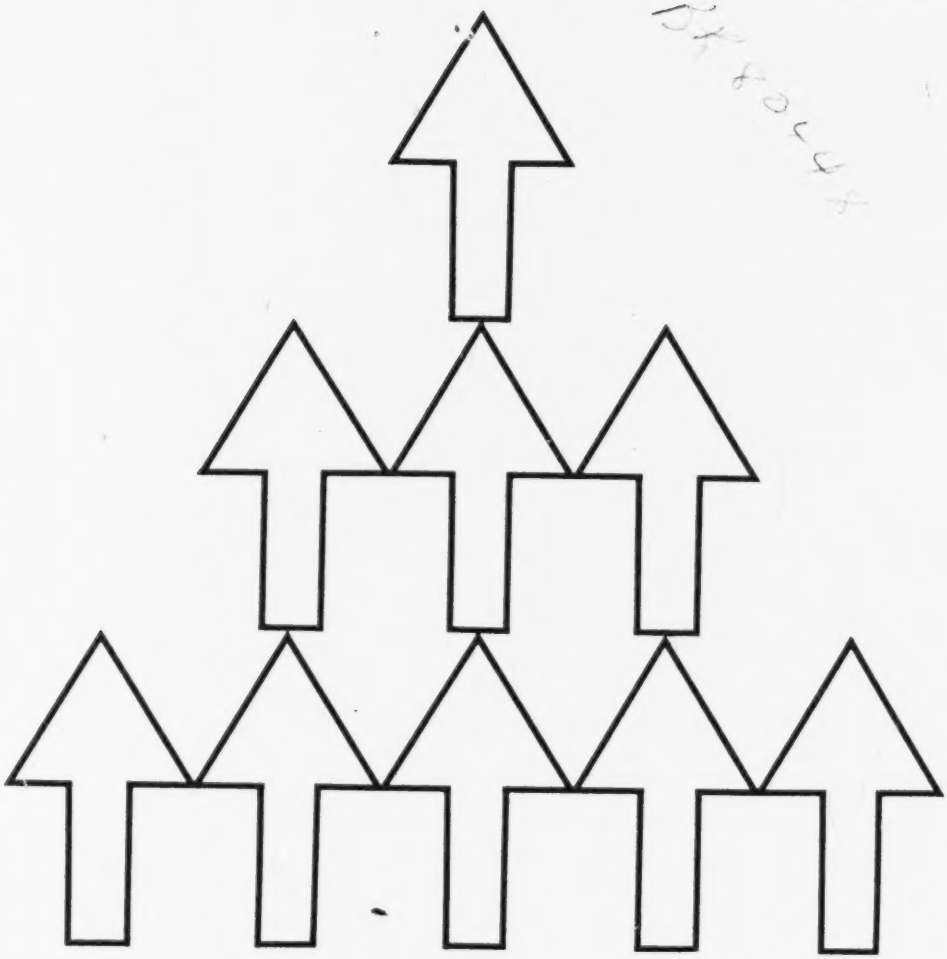

# Introduction To Psychology And Leadership

EM 010 444

## Volume XII-A

Applied Leadership

ED 071302

United States Naval Academy

# INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

## PART TWELVE

## APPLIED LEADERSHIP

Segment I

Volume XII-A

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Annapolis, Maryland

1971

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United States Naval Academy

# INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

## PART TWELVE

## APPLIED LEADERSHIP

### Segment I

### Measurement of Effective Leadership

Intrinsically Programed Booklet

(HHIPB)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

*"All the regulations and gold braid in the Pacific Fleet cannot enforce a sailor's devotion. This, each officer in command must earn on his own."*

*LCDR Arnold S. Lott, USN*

This is the first of four segments that are designed to review for you the various skills and personality traits of leadership. The segments of this part will integrate the material previously presented and give illustrations of some of the complexities of applied leadership that you may encounter as leaders. You will be able to use the knowledge you have acquired in prior parts to understand the action and judgments a leader is required to make.

## MEASUREMENT OF EFFECTIVE LEADERSHIP

You have completed Parts One through Eleven which have dealt with the general aspects of leadership and the more specific military features of leadership. Part Twelve is a review and synthesis of much of what has come before.

Segment I will deal with three aspects of measuring effective leadership. These are: (1) bending the rules to fit the situation, (2) evaluating performance from a superior's standpoint, and (3) integrating morale, discipline, esprit de corps and efficiency within a unit.

---

(Go to page 2.)

A list of standard leadership principles is presented below. Study this list carefully before continuing.

LEADERSHIP PRINCIPLES

1) Be technically and tactically proficient.
2) Know yourself and seek self-improvement.
3) Know your men and look out for their welfare.
4) Keep your men informed.
5) Set the example.
6) Ensure that the task is understood, supervised, and accomplished.
7) Train your men as a team.
8) Make sound and timely decisions.
9) Develop a sense of responsibility among subordinates.
10) Employ your command in accordance with its capabilities.
11) Seek and take responsibility for your actions.

(Go to page 4.)

Leaving a training environment, a new officer cannot always remember all that he has been taught. If he can remember basic guidelines that have been stressed, he will be able to distinguish good leadership practices from bad.

As a quick review, look at the basic guidelines outlined below. Study these carefully before continuing.

BASIC GUIDELINES

1) Criticize in private, praise in public.

2) Let your men know that you are interested in them as individuals.

3) Keep your door open to your men.

   a. Learn their names, their marital status, their educational backgrounds, etc.

   b. Keep a notebook on your men.

4) When administering corrective action and/or recommending punishment, use fairness and consistency.

5) State your requirements clearly; then supervise so that the men meet or exceed your standards.

6) Stand up for your men when they perform for you, and be known as a man of your word.

7) Don't kill your men with kindness.

8) As a commander, you must take responsibility for everything your unit does or fails to do.

9) Take care of your men, and they will take care of you.

10) Lead by example.

(Go to page 5.)

There is a list of correct and incorrect descriptions of leadership principles presented below. Select the number of each acceptable principle.

a. (1) Know the essential aspects of your job.

(2) Know your job.

b. (1) Know your strengths and weaknesses and try to improve yourself.

(2) Know yourself.

c. (1) Know your men.

(2) Know your men and take care of them.

d. (1) Tell your men everything.

(2) Keep your men informed.

e. (1) Have your men follow what you say not what you do.

(2) Act as you would have your men act.

f. (1) Make sure the job is comprehended, supervised and achieved.

(2) Make sure the job is understood.

g. (1) Use teamwork in training.

(2) Improve your men by training.

h. (1) Make correct decisions.

(2) Make sound and timely decisions.

i. (1) Have your men accept the responsibility for their actions.

(2) Develop a sense of responsibility among your men.

j. (1) Use your command in accordance with its capabilities.

(2) Keep the capabilities of your command in reserve for important missions.

k. (1) Seek and accept responsibility for your actions.

(2) Seek responsibility for your acceptable behavior.

(Go to page 3.)

You will find a list of appropriate and inappropriate descriptions of basic guidelines of good leadership practices presented below. Select the number of each correct description.

a. (1) Criticize in private, praise in public.

(2) Criticize in public, praise in public.

b. (1) Let your men know that you are interested in them as a group working on a mission.

(2) Let your men know that you are interested in them as individuals.

c. (1) Be available to your men and take an interest in their problems.

(2) Keep your men at a distance so that they will not infringe on your rights.

d. (1) Be fair and consistent when administering corrective action or recommending punishment.

(2) Punish to ensure that your men are kept in line.

e. (1) State your requirements clearly and your men will meet or exceed them.

(2) State your requirements clearly; then supervise so that the men meet or exceed your standards.

f. (1) Back your men when they perform for you, and be known as a man of your word.

(2) Stand up for your men at all times.

g. (1) Don't be kind to your men.

(2) Don't kill your men with kindness.

h. (1) Accept responsibility for those men in your unit who deserve it.

(2) Accept responsibility for everything your unit does or fails to do.

i. (1) Look out for your men, and they will look out for you.

(2) Look out for yourself, and your men will look after themselves.

j. (1) Set the example.

(2) Make sure your men follow what you say.

---

(Go to page 6.)

An officer soon learns that it is not always necessary to follow the strict letter of the law. An officer should know how to act if he remembers and applies:

1) The basic guidelines of good leadership practices

2) Standard leadership principles and practices

3) Common sense

When a junior officer bends the rules he should remember that problems are more advantageously handled with the knowledge and consent of his senior officer. When in doubt about the appropriate action, the new officer should adhere to the regulations.

---

(Different situations will be presented. You should select the most effective means of dealing with the situations. Go to page 7.)

## THE DRUNKEN SAILOR

As shore patrol officer, newly assigned ENS Day found one of the sailors from his division passed out in a bar which was off limits.

The bartender told ENS Day: "Oh, you want to know about that sailor. He came in a few hours ago and sat there real quiet like. Didn't say a word to nobody and didn't get in any trouble."

ENS Day knew this sailor to have an outstanding record and could not understand his behavior.

---

(Go to page 10 and review the facts. Decide which of the descriptions indicates the most effective way of handling the situation.)

Your Answer: a

He took the sailor back to shore patrol headquarters and had him examined to see if he had been drugged. When it was established that he was drunk, ENS Day placed the man on report and returned him to his ship.

ENS Day chose to adhere to the strict letter of the law. Sometimes it is wise to bend the regulations to adjust to the situation at hand. Isn't this a situation in which there can be a deviation from the regulations? The sailor would then know that ENS Day was interested in him and Day could get to the bottom of the matter by questioning the sailor.

---

(Go to page 13.)

Your Answer: d

ENS Day ignored the situation because the man had an outstanding record and he felt the sailor probably had a very good reason for getting drunk.

ENS Day is not bending the rule, he is ignoring it. How would this affect the probable recurrence of the same situation? Of course, it would probably happen again.

The sailor must be aware that ENS Day is interested in his actions. Day would show interest in the sailor's welfare by getting him out of the bar, having him examined to see if he had been drugged, and, when the sailor is sober, questioning him on his behavior.

---

(Go to page 13.)

As shore patrol officer ENS Day found one of the sailors from his division passed out in an off limits bar. The sailor caused no trouble in the bar. The sailor had an outstanding record and ENS Day could not understand his behavior.

Which of the following descriptions of ENS Day's actions indicates the most effective means of handling the situation?

a. He took the sailor back to shore patrol headquarters and had him examined to see if he had been drugged. When it was established that he was drunk, ENS Day placed the man on report and returned him to his ship. (Go to page 8.)

b. ENS Day located the sailor's leading chief, placed the sailor in the chief's custody, and, after being relieved of shore patrol duties, ENS Day questioned the offender. (Go to page 11.)

c. ENS Day took the sailor back to shore patrol headquarters for safekeeping until he could be returned to the ship. While at shore patrol headquarters, ENS Day had him examined to see if he had been drugged. After being relieved of shore patrol duties, ENS Day questioned the offender. (Go to page 12.)

d. ENS Day ignored the situation because the man had an outstanding record and he felt the sailor probably had a very good reason for getting drunk. (Go to page 9.)

Your Answer: b

ENS Day located the sailor's leading chief, placed the sailor in the chief's custody, and, after being relieved of shore patrol duties, ENS Day questioned the offender.

There are two reasons why this is not considered the most effective means of handling this situation.

1) ENS Day did not have the sailor examined to see if he had been drugged.

2) What would ENS Day have done if he had not found the sailor's chief?

However, ENS Day did bend the rules to fit the situation at hand. When he questioned the sailor, Day was showing the sailor that he was interested in him and Day was also able to learn more about the situation.

When ENS Day questioned the sailor about his actions, he discovered that the sailor was reacting to news that his wife was instituting divorce proceedings; yet, he had been hesitant to ask for advice or ask for leave. Leave was arranged and the matter cleared up.

---

(Go to page 14.)

Your Answer: c

ENS Day took the sailor back to shore patrol headquarters for safekeeping until he could be returned to the ship. While at shore patrol headquarters, ENS Day had him examined to see if he had been drugged. After being relieved of shore patrol duties, ENS Day questioned the offender.

ENS Day bent the rules to fit the situation which indicated to the sailor that Day was interested in him. Questioning the sailor helped ENS Day learn more about the situation.

When ENS Day questioned the sailor about his actions, he discovered that the sailor was reacting to news that his wife was instituting divorce proceedings; yet, he had been hesitant to ask for advice or ask for leave. Leave was arranged and the matter cleared up.

---

(Go to page 14.)

KNOW YOUR MEN AND LOOK OUT FOR THEIR WELFARE

One of the principles of leadership is: Know your men and look out for their welfare. In this example, ENS Day discovered that there were extenuating circumstances causing the sailor to drink, and, by bending the rules, the ensign was instrumental in helping the sailor face his problem. Upon questioning the sailor, Day found that he was reacting to news that his wife was instituting divorce proceedings; yet he had been hesitant to ask for advice or ask for leave. Leave was arranged and the matter cleared up.

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(Go to page 14.)

## THE TURNED-ON ENGINEROOM

LTJG Jim Rhodes, the assistant engineer on a ship engaged in extensive maneuvers with an amphibious task force, hears alarming scuttlebutt about the use of marijuana aboard ship.

LTJG Rhodes is talking to one of his fellow officers. "You know, Mr. Jones, I just can't believe that any of my men in the engineroom could be involved in this marijuana business. My men are competent and rarely get into trouble."

Mr. Rhodes is on routine inspection of the engineroom mid-watch when he detects an unusual odor coming from the engineroom. Upon closer inspection of his men on watch, he discovers that all the members of the mid-watch are smoking marijuana. They all appear cheerful and they are doing their job--but their reactions are noticeably slow.

LTJG Rhodes speaks to the engineroom crew. "OK, men, I want to make sure I have the facts straight--You each have admitted to smoking one joint apiece, and you all say it is the first time you've tried it."

---

(Review the facts of this case on page 19 and then select the most effective way of handling this situation.)

Your Answer: a

LTJG Rhodes should counsel the men as a group, and, since there is only one hour left on their watch, let them remain on duty.

Is LTJG Rhodes acting wisely by allowing the men to remain on duty? The entire crew has broken a regulation and by so doing they could endanger the success of the mission and the welfare of the other men aboard ship. This is one instance when bending the rules is most inappropriate!

If LTJG Rhodes did not place the engineroom crew on report, the other men aboard the ship might decide that they, too, could break the rules. The marijuana problem could become much more serious.

---

(Go to page 18.)

Your Answer: b

LTJG Rhodes should confiscate any remaining Mary Jane, relieve the entire crew, notify the OOD, and place all the men on report.

This is the most appropriate way to handle the situation. By smoking marijuana while on duty, the engineroom crew has endangered the success of the mission and the welfare of all the men aboard ship. Rhodes was wise not to bend the rule.

If LTJG Rhodes did not place the engineroom crew on report, the other men aboard the ship might decide that they, too, could break the rule. The marijuana problem could become much more serious.

---

(Go to page 18.)

There are a number of possible reasons why the engine-room personnel succumbed to the temptation of marijuana. It may be that LTJG Rhodes did not follow one of the leadership principles.

Look at the list below. Select the leadership principle that applies.

LEADERSHIP PRINCIPLES

a. Be technically and tactically proficient.

b. Know yourself and seek self-improvement.

c. Know your men and look out for their welfare.

d. Keep your men informed.

e. Set the example.

f. Ensure that the task is understood, supervised, and accomplished.

g. Train your men as a team.

h. Make sound and timely decisions.

i. DEVELOP A SENSE OF RESPONSIBILITY AMONG YOUR SUBORDINATES.

j. Employ your command in accordance with its capabilities.

k. Seek and take responsibility for your actions.

(Go to page 20.)

LTJG Rhodes should remember to follow one of the junior officer's basic guidelines of good leadership:

DON'T KILL YOUR MEN WITH KINDNESS.

BASIC GUIDELINES FOR NEW OFFICERS

1) Criticize in private, praise in public.

2) Let your men know that you are interested in them as individuals.

3) Keep your door open to your men.

4) When administering corrective action and/or recommending punishment, use fairness and consistency.

5) State your requirements clearly; then supervise so that the men meet or exceed your standards.

6) Stand up for your men when they perform for you, and be known as a man of your word.

7) DON'T KILL YOUR MEN WITH KINDNESS.

8) Accept responsibility for everything your unit does or fails to do.

9) Take care of your men, and they will take care of you.

10) Lead by example.

(Go to page 17.)

LTJG Rhodes discovers that his men on watch are smoking marijuana. Although the men are cheerful and doing their job, their reactions are noticeably slow. All the men have smoked one joint each and it is their first experience with marijuana.

What is the most effective way of handling this situation?

a. LTJG Rhodes should counsel the men as a group, and, since there is only one hour left on their watch, let them remain on duty. (Go to page 15.)

b. LTJG Rhodes should confiscate any remaining Mary Jane, relieve the entire crew, notify the OOD, and place all the men on report. (Go to page 16.)

c. LTJG Rhodes should counsel the men, call the Chief Engineer and post a new watch crew immediately. The next day he should conduct school for engine-room personnel on the effects of smoking marijuana or taking dope of any kind. (Go to page 22.)

d. LTJG Rhodes should stay with the men until the next relief comes on duty and try not to show any anger so that he can remain on good terms with the men. He should see that they all turn in for the night and the next day get together with them for a counseling session. (Go to page 21.)

It is necessary for every officer to develop a sense of responsibility among his subordinates. The men must feel that they are important to the successful completion of a mission and that this requires that they do their best on the job. They must feel responsible for their actions on the job.

(Go to page 23.)

Your Answer: d

LTJG Rhodes should stay with the men until the next relief comes on duty and try not to show any anger so that he can remain on good terms with the men. He should see that they all turn in for the night and the next day get together with them for a counseling session.

Is Mr. Rhodes acting wisely by allowing the men to remain on duty? The entire crew has broken a regulation and by so doing they could endanger the success of the mission and the welfare of the other men aboard ship. This is one instance when bending the rules is most inappropriate!

If LTJG Rhodes did not place the engineroom crew on report, the other men aboard the ship might decide that they, too, could break the rule. The marijuana problem could become much more serious.

---

(Go to page 18.)

Your Answer: c

LTJG Rhodes should counsel the men, call the Chief Engineer and post a new watch crew immediately. The next day he should conduct school for engineroom personnel on the effects of smoking marijuana or taking dope of any kind.

Rhodes is wise to replace the engineroom crew immediately. Because of the severity of the offense, Rhodes should place all the men on report. The engineroom personnel have endangered the success of the mission and the welfare of the other men aboard ship. This is one instance when bending the rule is most inappropriate!

If LTJG Rhodes did not place the engineroom crew on report, the other men aboard the ship might decide that they, too, could break the rule. The marijuana problem could become much more serious.

---

(Go to page 18.)

THE RUSTY RIFLE

PVT Lahey has been continuously negligent in the care of his rifle, letting it rust and leaving it in the field on several occasions during field training exercises. Marine 1-LT Walker is fed up with this sort of behavior and says: "All right, Lahey, you're going to stand here in front of the barracks at attention with both hands holding your rifle straight over your head. I'm going to put on the same field uniform and take the same position and we're going to stay here until one of us drops out."

Marine 1-LT Bunce, the Company Commander, returns from a field problem and observes this unusual punishment which has been underway for two hours.

---

(Review the facts on page 28 and select the most appropriate action for 1-LT Bunce to take.)

Your Answer: a

Bunce stopped the punishment and reprimanded Walker on the spot.

1-LT Bunce recognized that 1-LT Walker was breaking the rule and did not hesitate to intervene immediately and reprimand Walker in front of the private. This was degrading to Walker and the private lost all respect for Walker's authority.

1-LT Bunce should have remembered:

CRITICIZE IN PRIVATE, PRAISE IN PUBLIC

---

(Go to page 29.)

Your Answer: b

Bunce called Walker into his office, warned him of his rights under Article 31 UCMJ, and advised him of the seriousness of the course of action he was following.

This is, of course, a strict adherence to the regulations. Would it not have been more beneficial to 1-LT Walker to counsel him on proper discipline and appropriate punishment? The enlisted men would probably notice a change in Walker's approach to punishment.

---

(Go to page 29.)

Your Answer: c

Because Walker was his most outstanding platoon leader, Bunce bent the rules and forgot about it.

Just because 1-LT Walker is Mr. Bunce's outstanding platoon leader, it is no reason for 1-LT Bunce to ignore the situation. It is necessary for Walker to be counseled on proper discipline and appropriate punishment. Walker needs training in this area and it will help him become a better leader.

---

(Go to page 29.)

Your Answer: d

Bunce bent the rules but called Walker into his office and counseled him on proper discipline and appropriate punishment.

1-LT Bunce was wise to call 1-LT Walker into his office to discuss discipline and appropriate punishment. Walker needs training in this area and it will help him become a better leader.

---

(Go to page 29.)

The private had been negligent in the care of his rifle. 1-LT Walker, the outstanding platoon leader, ordered the private to stand with him at attention with both arms extended holding their rifles over their heads until one of them dropped out. 1-LT Bunce observed this unusual punishment.

Which action did 1-LT Bunce take that most effectively dealt with the situation?

a. Bunce stopped the punishment and reprimanded Walker on the spot. (Go to page 24.)

b. Bunce called Walker into his office, warned him of his rights under Article 31 UCMJ, and advised him of the seriousness of the course of action he was following. (Go to page 25.)

c. Because Walker was his most outstanding platoon leader, Bunce bent the rules and forgot about it. (Go to page 26.)

d. Bunce bent the rules but called Walker into his office and counseled him on proper discipline and appropriate punishment. (Go to page 27.)

We have been talking of the most appropriate way for 1-LT Bunce to handle the situation. What caused this situation to develop? 1-LT Walker bent the rule until it broke by using such punishment. This is a very good example of inappropriate deviation from the regulations.

---

(Go to page 30.)

STAR LIGHT, STAR BRIGHT, STAR SHELL

1-LT Kelly is the Ordnance Officer of a light artillery battalion in Vietnam. The battalion has been maintaining its own ammunition dump and illumination rounds have been plentiful through Marine supply channels. Just down the road from the ammunition dump the Vietnamese district chief has two 105 mm artillery pieces, but he has only 10 rounds of illumination per weapon which would last only about 10 minutes if continuous illumination was needed. I Corps has published an order that all Vietnamese units must requisition ammunition through their own channels.

The district chief contacts 1-LT Kelly and tells him that he cannot get any illumination ammunition through his own channels and he has received word through the villagers that the NVA are going to attack the district headquarters soon. 1-LT Kelly lets the chief have 100 rounds of illumination.

The Battalion Supply Officer, CAPT Rusk, sees the Vietnamese vehicle pulling away from the ammunition dump.

---

(Review the facts on page 31 and from the choices presented, select the one that describes the most appropriate action to be taken.)

I Corps order--all Vietnamese units must requisition ammunition through their own channels. The Vietnamese District Chief tells 1-LT Kelly he can't get any illumination ammunition and hears that the NVA will attack the district headquarters soon. 1-LT Kelly lets the chief have 100 rounds. CAPT Rusk sees the Vietnamese vehicle leave.

Select the statement which indicates the most appropriate action for CAPT Rusk to take.

a. Stop the Vietnamese truck, find out the facts from 1-LT Kelly, counsel Kelly on the seriousness of setting such a precedent, let the Vietnamese have the ammunition and have 1-LT Kelly write a memorandum for the record. (Go to page 32.)

b. Let the Vietnamese have the ammunition, discuss the situation with 1-LT Kelly, write a memorandum for the record and send a copy to the regimental ordnance officer. (Go to page 33.)

c. Let the Vietnamese truck go with the ammunition, but write an official memorandum for the record and report the incident to the battalion commander for disposition. (Go to page 34.)

d. Give chase to the Vietnamese vehicle, stop it, have the ammunition returned to the ammunition dump, and put 1-LT Kelly on report for issuing the ammunition. (Go to page 35.)

Your Answer: a

Stop the Vietnamese truck, find out the facts from 1-LT Kelly, counsel Kelly on the seriousness of setting such a precedent, let the Vietnamese have the ammunition and have 1-LT Kelly write a memorandum for the record.

This is the most appropriate action for CAPT Rusk to take. He does not allow the Vietnamese truck to proceed until he learns the facts. He counsels Kelly on the seriousness of setting such a precedent and then has Kelly follow through on his actions by having him write a memorandum for the record.

---

(Go to page 36.)

Your Answer: b

Let the Vietnamese have the ammunition, discuss the situation with 1-LT Kelly, write a memorandum for the record and send a copy to the regimental ordnance officer.

CAPT Rusk is allowing the Vietnamese to take the ammunition without first establishing the facts. After discussing the situation with 1-LT Kelly, he goes outside his own channels to higher headquarters and, by so doing, CAPT Rusk is opening the door for official action. Does the situation warrant this type of action?

More appropriately, CAPT Rusk should stop the Vietnamese truck, allowing it to continue when he learns the facts. He should counsel 1-LT Kelly on the seriousness of setting such a precedent and then have Kelly follow through on his actions by having him write a memorandum for the record.

---

(Go to page 36.)

Your Answer: c

Let the Vietnamese truck go with the ammunition, but write an official memorandum for the record and report the incident to the battalion commander for disposition.

If CAPT Rusk takes this action he is bending the rules and allowing the Vietnamese to keep the ammunition. However, he does not find out the facts before he permits the truck to continue or before he reports the incident.

More appropriately, CAPT Rusk should stop the Vietnamese truck, allowing it to continue when he learns the facts. He should counsel 1-LT Kelly on the seriousness of setting such a precedent and then have Kelly follow through on his actions by having him write a memorandum for the record.

---

(Go to page 36.)

Your Answer: d

Give chase to the Vietnamese vehicle, stop it, have the ammunition returned to the ammunition dump, and put 1-LT Kelly on report for issuing the ammunition.

This is, of course, acceptable action since CAPT Rusk is following the rules. Has CAPT Rusk learned the facts? What happens when the NVA attack the district headquarters?

More appropriately, CAPT Rusk should stop the Vietnamese truck, allowing it to continue when he learns the facts. He should counsel 1-LT Kelly on the seriousness of setting such a precedent and then have Kelly follow through on his actions by having him write a memorandum for the record.

---

(Go to page 36.)

From these example situations, it becomes apparent that there are times when bending the rules is appropriate. Whether or not a junior officer bends the rules, his superior will be evaluating his performance as a leader. Let's look at the factors involved in a superior's evaluation of a junior officer.

---

(Go to page 37.)

When a mission is assigned the superior first evaluates the results of the mission when he appraises the effectiveness of the junior officer. Missions are assigned for a purpose: TO BE ACCOMPLISHED.

An officer may employ very good methods but if he does not accomplish the mission he has failed. On the other hand, an officer may utilize poor methods, but if he does accomplish his mission, he has succeeded.

---

(Go to page 38.)

Which of the following choices indicates the primary criteria/criterion a superior uses to evaluate a subordinate?

a. The methods used to accomplish a mission (Go to page 39.)

b. The results a subordinate produces (Go to page 40.)

c. Both of the above (Go to page 39.)

d. None of the above (Go to page 39.)

Your Answer: a, c, or d

NO! Remember that the primary criterion in evaluating a subordinate is:

THE RESULTS A SUBORDINATE PRODUCES.

---

(Go to page 41.)

Your Answer: b

Right

---

(Now go to page 41.)

Why is the accomplishment of a mission the primary criterion in evaluating the effectiveness of an officer?

a. Because missions are assigned for a purpose--to be accomplished (Go to page 44.)

b. Because each individual mission is an integral part of the overall naval effort (Go to page 43.)

c. Both of the above (Go to page 45.)

d. None of the above (Go to page 42.)

Your Answer: d

None of the above

You're wrong. Let's see why.

Missions are assigned for a purpose--to be accomplished. Therefore, when a superior is evaluating a subordinate's effectiveness as a leader, he appraises the subordinate's ability to meet this objective and successfully perform the mission.

Each individual mission is an integral part of the overall naval effort. When a superior is evaluating a subordinate's effectiveness as a leader he is appraising the subordinate's ability to contribute to the overall naval effort.

---

(Go to page 46.)

Your Answer: b

Because each individual mission is an integral part of the overall naval effort

You're right--but only partially.

Missions are assigned for a purpose--to be accomplished. Therefore, when a superior is evaluating a subordinate's effectiveness as a leader, he appraises the subordinate's ability to meet this objective and successfully perform the mission.

---

(Go to page 46.)

Your Answer: a

Because missions are assigned for a purpose--to be accomplished

You're right--but only partially!

Each individual mission is an integral part of the overall naval effort. When a superior is evaluating a subordinate's effectiveness as a leader he is appraising the subordinate's ability to contribute to the overall naval effort.

---

(Go to page 46.)

Your Answer: c

Right

---

(Now go to page 46.)

When a supervisor evaluates the results a subordinate obtains, he asks questions about the subordinate's performance.

1) Does he establish standards?

   Are they reasonable?

   Are they effective?

2) Does he ensure that the task is understood, supervised, and accomplished?

3) Does he know how to establish appropriate goals/objectives?

   Does he adequately plan for their accomplishment?

4) Does he seek responsibility as well as develop a sense of responsibility among his subordinates?

(Go to page 47.)

The superior also asks questions about the personal behavior of the subordinate in accomplishing the mission.

1) Does he set the example in personal appearance, moral character, and duty performance?

2) Does he display integrity?

3) Does he really know his men well?

4) Does he look out for their welfare?

5) Does he treat every person as an individual, not as a number?

6) What is his attitude toward self-improvement?

   Does he know himself?

   Does he know his strengths and weaknesses?

   Does he constantly seek self-improvement?

(Go to page 48.)

You will note that many of the questions the superior asks about the junior officer's performance and his personal behavior in accomplishing a mission are based on either leadership tenets or basic guidelines of good leadership practices.

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(Go to page 51.)

You should have selected statements a, b, d, e, g, i, and j as appropriate questions regarding a subordinate's performance and personal behavior.

Statements c, f, and h are inappropriate questions.

Descriptions of an officer's assigned task and his performance will be presented. You are to select the best evaluation of the officer's performance.

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(Go to page 50.)

ONE IF BY CHOPPER, TWO IF BY BOAT

2-LT Augustine, USMC, was put in command of a 4.2" mortar battery and told to organize the battery so that he could conduct a landing, either by helicopter or by amphibious means. Augustine was told that he would have less than twelve hours advance notice to execute the order. He considered his personnel resources and developed two sets of plans, one for a helicopter lift and one for an amphibious landing. Within each plan he designated specific assignments for each man. Augustine completed his organization and presented the plans to his next senior in command.

---

(Page 52 has a list of possible evaluations the senior would make of Augustine. Select the one that best appraises Augustine's handling of the task.)

You will find a list of appropriate and inappropriate questions a superior would ask about his subordinate's performance and personal behavior in accomplishing a mission presented below.

Which do you feel are appropriate or inappropriate? (Check your responses on page 49.)

a. Does he establish objectives and plan for the accomplishment of these objectives?

b. Does he look out for the safety of his men?

c. Does he delegate responsibility?

d. Does he know the capabilities of his men?

e. Does he establish reasonable and effective standards?

f. Does he seek improvement in others and not himself?

g. Does he set the example in personal appearance, moral character, and duty performance?

h. Does he treat his men as a group, not as individuals?

i. Does he ensure that the task is understood, supervised and accomplished?

j. Does he have integrity?

1. Appropriate
2. Inappropriate

(Go to page 49.)

MISSION ASSIGNMENT: To organize the 4.2" mortar battery for a landing, either by helicopter or by amphibious means, with less than 12 hours advance notice.

2-LT AUGUSTINE considered his personnel resources and designated specific assignments to each man. He developed two plans, one for a helicopter lift and one for an amphibious landing.

From the following choices select the one which BEST evaluates 2-LT Augustine's handling of the task.

a. Augustine accomplished his mission. (Go to page 56.)

b. Augustine's organization was simple, logical and obviously prepared with much consideration for accomplishing the overall mission. (Go to page 54.)

c. The plan which 2-LT Augustine developed considered the professional capabilities and limitations of the personnel. (Go to page 53.)

d. All of the above (Go to page 57.)

Your Answer: c

The plan which 2-LT Augustine developed considered the professional capabilities and limitations of the personnel.

This statement does not fully evaluate 2-LT Augustine's administration of the task. A combination of choices a, b, and c provides a better assessment of Augustine's performance.

---

(Look at the combination of choices a, b, and c on page 52 before continuing on page 76.)

Your Answer: b

Augustine's organization was simple, logical and obviously prepared with much consideration for accomplishing the overall mission.

This statement does not fully evaluate 2-LT Augustine's administration of the task. A combination of choices a, b, and c provides a better assessment of Augustine's performance.

---

(Look at the combination of choices a, b, and c on page 52 before continuing on page 76.)

A CRUSHING EXPERIENCE

CDR Wall, the CO of a construction battalion in Vietnam, has the responsibility for establishing a rock crusher site in a remote area in I Corps, South Vietnam. Manual labor requirements far exceed the capabilities of the construction battalion personnel, and there are no other construction units available. CDR Wall discusses the situation with his staff and LTJG Goodenough, the Battalion Civil Affairs Officer. Goodenough proposes that the battalion initiate a project of civic action to gain the good will of the local hamlet, using the manpower available there to help in the construction effort, and perhaps gain some valuable information on the local VC infrastructure. This suggestion is approved and Goodenough is able to hire about 50 Vietnamese each day to assist in filling sand bags, digging trenches, constructing barbed wire and building bunkers. With this assistance, Wall is able to establish the rock crusher site and achieve operational status two weeks early.

---

(Review the facts on page 60.)

Your Answer: a

Augustine accomplished his mission.

It is appropriate for an evaluation to state that 2-LT Augustine accomplished his mission. Is this enough? The evaluator should also discuss the means Augustine employed to accomplish the mission. A combination of choices a, b, and c provides a better assessment.

---

(Look at the combination of choices a, b and c on page 52 before continuing on page 76.)

Your Answer: d

You are right. A combination of statements a, b, and c provides the best assessment of 2-LT Augustine's performance.

---

(Go to page 55.)

Your Answer: c

LTJG Goodenough was resourceful and imaginative in establishing his goals. He showed initiative, a sense of responsibility, and a concern for economy not frequently found in officers of his grade. He exemplified loyalty to the unit by assisting in accomplishing the unit's mission while aiding the local Vietnamese.

This is an acceptable evaluation of Goodenough's performance. CDR Wall describes Goodenough's behavior in establishing adequate goals and seeking responsibility, and comments on his assistance in the accomplishment of the mission.

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(Go to page 63.)

Your Answer: a

This is a routine performance of duty by LTJG Goodenough, nothing out of the ordinary.

This evaluation is an underrating of Goodenough's performance. Wall does not discuss the fact that Goodenough was assisting in the accomplishment of the mission nor does he describe any of Goodenough's actions. These include establishing appropriate goals and seeking responsibility. Choice c is a more appropriate appraisal of Goodenough's performance.

---

(Look at choice c on page 60 before continuing.)

(If you have worked through the example Viva la Familia on page 76, turn to page 63.)

(If you have not worked through the example Viva la Familia turn to page 76.)

MISSION ASSIGNMENT: Establish a rock crusher site in I Corps, South Vietnam.

LTJG GOODENOUGH proposes initiating a civic action project to gain the good will of the local hamlet, using the manpower available there. With the proposal approved, he hires about 50 Vietnamese to assist. The rock crusher site is operational two weeks early.

From the following choices, select the appropriate evaluation by CDR Wall of LTJG Goodenough's performance.

a. This is a routine performance of duty by LTJG Goodenough, nothing out of the ordinary. (Go to page 59.)

b. LTJG Goodenough, through thoughtful organization, was able to assist in accomplishing the unit's mission but he devoted too much time to his additional duties and not enough time and effort to his regular duties. (Go to page 61.)

c. LTJG Goodenough was resourceful and imaginative in establishing his goals. He showed initiative, a sense of responsibility, and a concern for economy not frequently found in officers of his grade. He exemplified loyalty to the unit by assisting in accomplishing the unit's mission while aiding the local Vietnamese. (Go to page 58.)

d. LTJG Goodenough has done an outstanding job for a junior officer. In fact, above and beyond the duty normally required of an officer of his grade. For assisting in accomplishing the unit's mission ahead of schedule, Goodenough is evaluated as falling within the top 10% of officers in his grade. (Go to page 62.)

Your Answer: b

LTJG Goodenough, through thoughtful organization, was able to assist in accomplishing the unit's mission but he devoted too much time to his additional duties and not enough time and effort to his regular duties.

When LTJG Goodenough proposed his plan of initiating a project of civic action, CDR Wall then should have decided if the project would greatly detract from Goodenough's regular duties. Choice c is a more appropriate appraisal of Goodenough's performance because CDR Wall describes Goodenough's behavior, for example, establishing adequate goals and seeking responsibility.

---

(Look at choice c on page 60 before continuing.)

(If you have worked through the example Viva la Familia on page 76, turn to page 63.)

(If you have not worked through the example Viva la Familia turn to page 76.)

Your Answer: d

LTJG Goodenough has done an outstanding job for a junior officer. In fact, above and beyond the duty normally required of an officer of his grade. For assisting in accomplishing the unit's mission ahead of schedule, Goodenough is evaluated as falling within the top 10% of officers in his grade.

In this evaluation CDR Wall over-rates Goodenough's performance. A description of Goodenough's performance would be more appropriate. Choice c is the most acceptable appraisal of Goodenough because CDR Wall describes Goodenough's behavior, for example, establishing adequate goals and seeking responsibility.

---

(Look at choice c on page 60 before continuing.)

(If you have worked through the example Viva la Familia on page 76, turn to page 63.)

(If you have not worked through the example Viva la Familia turn to page 76.)

## PERRY'S PREDICAMENT

As one of his duties, the midshipman brigade Master-at-Arms "will procure and supervise midshipmen working parties from the various battalions for emergency situations when such action has been directed by the Commandant of Midshipmen." MIDN Perry is selected as the brigade MAA, but considers carrying the National Colors to be his primary and most important duty. He decides that since there have been no emergencies requiring working parties for several years, he need not be concerned with that portion of his duties. Without prior notice, the Commandant schedules a drill to test emergency procedures and directs emergency working parties from the first, third and fifth battalions to report immediately to MIDN Perry at the field house for muster. Panic is Mr. Perry's immediate reaction but he recovers quickly and acts fast. After frantic telephoning and much foot racing, men from the designated battalions are mustered.

---

(From the choices on page 66 select the most acceptable evaluation of MIDN Perry's performance.)

Your Answer: b

MIDN Perry deserves a high rating because of his ability to take action rapidly and improvise. He showed real leadership ability by organizing working parties with little advance notice.

In this evaluation, MIDN Perry's superior gives Perry a high rating because of his ability to take action rapidly, to improvise, and to organize working parties with little advance notice. The working parties, however, were not prepared to handle an emergency situation. Because of this, Perry did not carry out his mission. For example, MIDN Perry did not establish standards, and by not properly planning and supervising, he did not look out for the welfare of the men. If the evaluator were to ask questions about Perry's methods and personal behavior in carrying out his duties, he could not rate Perry the way he has. Choice c is the most acceptable evaluation of MIDN Perry.

---

(Look at choice c on page 66 before continuing.)

(If you have completed the example Viva la Familia on page 76, turn to page 69.)

(If you have not seen the example Viva la Familia turn to page 76.)

Your Answer: a

MIDN Perry was playing "percentage ball" and worried about the most significant part of his duties. Although he did not concern himself with organizing emergency details, he should not be downgraded for the working party drill because he did show up with details from each battalion.

In this assessment of MIDN Perry, the evaluator states that Perry should not be downgraded for the working party drill because he did show up with details from each battalion. But were these details prepared for handling an emergency situation? Perry did not successfully complete the assigned task since the men were not prepared for emergency situations. If the evaluator questioned Perry's methods and personal behavior in carrying out his duties, he could not have rated Perry the way he did. For example, Perry did not establish standards, he did not seek or develop a sense of responsibility among others, and by not properly planning and supervising, he did not look out for the welfare of the men. Choice c is the most acceptable evaluation of Mr. Perry.

---

(Look at choice c on page 66 before continuing.)

(If you have completed the example Viva la Familia on page 76, turn to page 69.)

(If you have not seen the example Viva la Familia turn to page 76.)

MISSION ASSIGNMENT: Carry out the duties of a brigade Master-at-Arms.

MIDN PERRY decides carrying the National Colors to be his primary duty, and establishing and supervising emergency working parties to be unimportant.

From the following evaluations, select the one which BEST appraises MIDN Perry in his role as brigade Master-at-Arms.

a. MIDN Perry was playing "percentage ball" and worried about the most significant part of his duties. Although he did not concern himself with organizing emergency details, he should not be downgraded for the working party drill because he did show up with details from each battalion. (Go to page 65.)

b. MIDN Perry deserves a high rating because of his ability to take action rapidly and improvise. He showed real leadership ability by organizing working parties with little advance notice. (Go to page 64.)

c. MIDN Perry sets a good example in personal appearance and he deserves a high rating as the National Color bearer but deserves an unsatisfactory rating as a leader, because he ignored his responsibilities in planning for emergency situations which could be extremely vital. (Go to page 68.)

d. MIDN Perry deserves a passing rating because he carried out half his duties. (Go to page 67.)

Your Answer: d

MIDN Perry deserves a passing rating because he carried out half his duties.

Because MIDN Perry carried out only half his duties, the evaluator should discuss and appraise both aspects of the job. He can not state that Perry deserves a passing rating because Perry did not perform the entire assigned task. If the evaluator were to ask questions of Perry's methods and personal behavior in performing his duties, he could not rate Perry the way he has. For example, MIDN Perry did not establish standards, he did not seek or develop a sense of responsibility among others, and by not properly planning and supervising, he did not look out for the welfare of the men. Choice c is the most acceptable evaluation of MIDN Perry.

---

(Look at choice c on page 66 before continuing.)

(If you have completed the example Viva la Familia on page 76, turn to page 69.)

(If you have not seen the example Viva la Familia turn to page 76.)

Your Answer: c

MIDN Perry sets a good example in personal appearance and he deserves a high rating as the National Color bearer but deserves an unsatisfactory rating as a leader, because he ignored his responsibilities in planning for emergency situations which could be extremely vital.

This is the most acceptable evaluation of MIDN Perry because the evaluator discusses and appraises both aspects of Perry's job.

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(Go to page 69.)

GUNS OR BUTTER

To accommodate a severe personnel cutback, LTJG Youvee, a division officer in the Weapons Department aboard a heavy cruiser, is directed to review the organization of the gun crews, from ammunition handling room to turret, for possible reorganization, eliminating or combining billets for a savings in operational personnel. Youvee gets the official organizational charts and spends much time reviewing them in his office, studying and comparing the billet descriptions and requirements. He undertakes this job seriously and ignores the recommendations of some of the petty officers to "pad" his report and leave their billets untouched. He then develops a plan that indicates which billets can be eliminated and which can be combined. Youvee presents his recommendations to the Weapons Officer and his performance is evaluated by the Weapons Officer.

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(From the evaluations on page 72 select the one which is the best evaluation of Youvee's performance.)

Your Answer: d

LTJG Youvee is a dedicated officer, able to objectively carry out his assigned mission. He has organizational capability, uses initiative, and is an independent, reliable officer who remains mission oriented.

The evaluator states that Youvee carried out his mission with integrity. He implies that Youvee has established appropriate objectives and has used good organization. Youvee has accepted responsibility for the mission and continues to seek responsibility as implied by the statement "reliable officer who remains mission oriented." Thus, the evaluation covers both Youvee's methods and personal behavior in accomplishing the mission.

---

(Go to page 83.)

Your Answer: a

LTJG Youvee has carried out his mission but his methods were superficial, unimaginative, and lacked thorough logical consideration of the problem.

The evaluator states that Youvee carries out his mission but generalizes about the methods that Youvee employs. This evaluation does not discuss Youvee's personal behavior in accomplishing the mission; for example, demonstrating integrity by ignoring the recommendations of the petty officers in the development of his plan. The evaluator does say, however, that Youvee lacks logical consideration of the problem and indicates that Youvee did not adequately plan for the accomplishment of the objectives that he established in the plan. Choice d is the most acceptable evaluation.

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(Look at choice d on page 72 before continuing.)

(If you have completed the example Viva la Familia on page 76, turn to page 83.)

(If you have not seen the example Viva la Familia turn to page 76.)

MISSION ASSIGNMENT: Review organization of gun crews for possible reorganization, eliminating or combining billets for a savings in operational personnel.

LTJG YOUVEE gets official organizational charts and spends much time reviewing them. He develops a plan that indicates which billets can be eliminated and which can be combined.

From the following evaluations select the one that BEST assesses LTJG Youvee.

a. LTJG Youvee has carried out his mission but his methods were superficial, unimaginative, and lacked thorough logical consideration of the problem. (Go to page 71.)

b. This is a job well done by LTJG Youvee. He was bold in reducing the least required billets and has demonstrated that he is a perceptive officer who is able to arrive at his recommendations in isolation. He shows a thorough knowledge of the Weapons Department and a real concern for economy. (Go to page 74.)

c. LTJG Youvee has handled an important task routinely without letting it ruffle him. (Go to page 73.)

d. LTJG Youvee is a dedicated officer, able to objectively carry out his assigned mission. He has organizational capability, uses initiative, and is an independent, reliable officer who remains mission oriented. (Go to page 70.)

Your Answer: c

LTJG Youvee has handled an important task routinely without letting it ruffle him.

The evaluator simply states that Youvee has carried out his mission. He does not discuss Youvee's methods of obtaining successful results; for example, establishing adequate objectives that could be attained reasonably and he does not describe Youvee's personal behavior, demonstrating integrity in the development of this plan. He ignored the recommendations of the petty officers to "pad" their billets. The most acceptable evaluation is d.

---

(Look at choice d on page 72 before continuing.)

(If you have completed the example Viva la Familia on page 76, turn to page 83.)

(If you have not seen the example Viva la Familia turn to page 76.)

Your Answer: b

This is a job well done by LTJG Youvee. He was bold in reducing the least required billets and has demonstrated that he is a perceptive officer who is able to arrive at his recommendations in isolation. He shows a thorough knowledge of the Weapons Department and a real concern for economy.

Evaluation b does state that Youvee has successfully completed his task and implies that Youvee has adequately established objectives and accepted responsibility for the task. It does discuss Youvee's methods of accomplishing the mission but not his personal behavior; for example, demonstrating integrity in the development of this plan. He ignored the recommendations of the petty officers to "pad" their billets. Choice d is the most acceptable evaluation.

---

(Look at choice d on page 72 before continuing.)

(If you have completed the example Viva la Familia on page 76, turn to page 83.)

(If you have not seen the example Viva la Familia turn to page 76.)

Select the evaluation that BEST appraises ENS Montalvo's performance.

a. ENS Montalvo has carried out his mission and done a routine job. (Go to page 81.)

b. ENS Montalvo has carried out his mission, but in doing this, he has assumed unwarranted authority by publishing a pamphlet without the Captain's authority. He was unduly concerned and involved with problems not really within the scope of his mission. (Go to page 80.)

c. ENS Montalvo is thorough, sincere, concerned, and realistic in his approach to the problem. He uses initiative and exercises good judgment. He has a high sense of responsibility, is logical, and follows through with his plans. This is a job well done. (Go to page 82.)

VIVA LA FAMILIA

Because of his Spanish language capability, ENS Montalvo is assigned the task of organizing a family assistance program for those Spanish-speaking Navy dependents living in the vicinity of the homeport of the latest PHIBRON ships rotated to Vietnam. Montalvo checks with the PHIBPAC staff to see what enlarged family assistance plans are under way and gathers all the available data about these programs. Next he checks with the families of the deployed ships to see if they are being aided by any special program. Montalvo gathers all the available vital information and organizes it into a pamphlet with English-Spanish translations. Montalvo also arranges for a meeting at the ships' homeport base with the dependents. The staff representatives answer questions and he interprets. After the meeting, Montalvo discovers many additional problem areas that he did not anticipate when he first studied the program. Montalvo informs his supervisor of what he has done and as a result of the meeting, what additional plans he has developed to follow through with the family assistance program.

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(Go to page 77.)

Let's evaluate ENS Montalvo's performance as described in the scenario.

1) Is the mission accomplished? Yes, ENS Montalvo has organized a family assistance program and he makes plans for the improvement of the program he has developed.

2) Does he establish standards? We cannot tell from this scenario.

3) Does he ensure that the task is understood, supervised, and accomplished? Because of the nature of the mission, it is necessary that the Spanish-speaking dependents understand what ENS Montalvo is doing. He must closely supervise any exchange of information to ensure that there is no misunderstanding. He does this. From the scenario, it is not apparent if Montalvo had any Navy personnel working under his command so we cannot answer the question regarding his treatment of subordinates.

4) Does he know how to establish appropriate objectives? It is evident from the description that Montalvo does know how to establish appropriate objectives. For example, Montalvo organized a pamphlet about assistance programs with English-Spanish translations, arranged a meeting with the dependents and interpreted questions.

   Does he adequately plan for their accomplishment? It is evident that Montalvo planned for the accomplishment of his objectives but he did discover that he had not anticipated all the problems.

---

(Go to page 78.)

5) Does he seek responsibility as well as develop a sense of responsibility among his subordinates? Montalvo obviously seeks responsibility as seen by all the extensive work he has done. Since the scenario does not include any discussion of work by subordinates it cannot be determined whether Montalvo developed a sense of responsibility among subordinates.

6) Does he set the example in personal appearance, moral character, and duty performance? Because there is no description of Montalvo's personal appearance or moral character, we cannot answer that part of the question. There is evidence, however, that he performed his duty in an exemplary manner.

7) Does he display integrity? This cannot be answered from the description.

8) Does he really know his men well? This question cannot be answered directly since he is not dealing directly with the men. However, he is dealing with their families and is getting to know them.

9) Does he look out for their welfare? By the nature of the mission he is looking out for the welfare of the men by looking out for their families. This is something inherent in the mission and by carrying out his assigned task, he is indirectly looking out for the welfare of the men.

10) Does he treat every person as an individual, not as a number? Montalvo does treat every family individually; thus, he treats every person as an individual. By talking directly with each family and by publishing the pamphlet, he is dealing individually with every family.

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(Go to page 79.)

11) What is his attitude toward self-improvement?
ENS Montalvo obviously admits his weaknesses. He discovered that there are many more problems than he had anticipated. Montalvo readily admits that more work needs to be done and he makes plans for the future. By admitting this and acting upon this admission, he indicates that he is also able to seek self-improvement.

---

(Now that we have answered these questions, review the evaluations of Montalvo's performance on page 75. Select the evaluation which best appraises Montalvo's behavior by answering the greatest number of questions.)

Your Answer: b

ENS Montalvo has carried out his mission, but in doing this, he has assumed unwarranted authority by publishing a pamphlet without the Captain's authority. He was unduly concerned and involved with problems not really within the scope of his mission.

This evaluation is a harsh one which does not sufficiently describe Montalvo's actions. Evaluation c is the best assessment of Montalvo's performance because a discussion of his methods and his personal behavior in accomplishing the mission is included. The evaluator has answered many questions related to Montalvo's performance. The best evaluations are those that answer the most questions about a subordinate's performance.

---

(Look at evaluation c on page 75 before continuing.)

Have you completed

a. A Crushing Experience on page 55?

Yes--Go to b below No--Go to page 55

b. Perry's Predicament on page 63?

Yes--Go to c below No--Go to page 63

c. Guns or Butter on page 69?

Yes--Go to page 83 No--Go to page 69

Your Answer: a

ENS Montalvo has carried out his mission and done a routine job.

The evaluator may feel that Montalvo has done a routine job, but he says nothing other than the fact that Montalvo accomplished the mission. He does not explain why he considers this a routine job. Evaluation c is the best assessment of Montalvo's performance because a discussion of his methods and his personal behavior in accomplishing the mission is included. The evaluator has answered many questions related to Montalvo's performance. The best evaluations are those that answer the most questions about a subordinate's performance.

---

(Look at evaluation c on page 75 before continuing.)

Have you completed:

a. A Crushing Experience on page 55?
   Yes--Go to b below  No--Go to page 55

b. Perry's Predicament on page 63?
   Yes--Go to c below  No--Go to page 63

c. Guns or Butter on page 69?
   Yes--Go to page 83.  No--Go to page 69

Your Answer: c

ENS Montalvo is thorough, sincere, concerned, and realistic in his approach to the problem. He uses initiative and exercises good judgment. He has a high sense of responsibility, is logical, and follows through with his plan. This is a job well done.

The evaluator in this case lists adjectives that describe Montalvo's methods and his personal behavior in accomplishing the mission. This is the most adequate evaluation of the three, because the assessor, in using the adjectives, has answered many questions related to Montalvo's performance. The best evaluations are those that answer the most questions about a subordinate's performance.

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Have you completed:

a. A Crushing Experience on page 55?

Yes--Go to b below No--Go to page 55

b. Perry's Predicament on page 63?

Yes--Go to c below No--Go to page 63

c. Guns or Butter on page 69?

Yes--Go to page 83 No--Go to page 69

Your Answer: c

Wrong! Punishment is a part of discipline but there is more to discipline than punishment.

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(Go to page 87.)

Select ALL the indicators of effective leadership from the choices below and turn to the pages indicated.

1) Enthusiasm
2) Morale
3) Efficiency
4) Standards
5) Esprit
6) Punishment
7) Discipline
8) Contentment

a. 1, 2, 3, 5 (Go to page 84.)
b. 2, 3, 4, 5 (Go to page 88.)
c. 2, 3, 5, 6 (Go to page 85.)
d. 2, 3, 5, 7 (Go to page 87.)
e. 2, 3, 7, 8 (Go to page 89.)

Let's now look at some indicators of effective leadership found within a leader's unit.

MORALE: That state of mind of an individual which has been produced by all the circumstances which make his membership in a group rewarding and satisfying

ESPRIT DE CORPS: The common spirit pervading the members of a group and inspiring enthusiasm, devotion, and zealous regard for the honor of the group

DISCIPLINE: The standard of personal deportment, work requirements, courtesy, appearance, and ethical conduct which, inculcated into men, will enable them singly or collectively, to perform their mission with optimum efficiency. In Latin, to discipline means to teach. The ideal state of discipline exists when there is a maximum of efficiency and contentment, combined with a minimum of punishment.

EFFICIENCY: That ability to successfully accomplish an assigned task in the shortest possible time, with the minimum expenditure of means, and with the least possible confusion.

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(Go to page 86.)

Your Answer: a

Wrong! Enthusiasm is a part of esprit but it does not include all that esprit does.

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(Go to page 87.)

Answer d is correct.

The indicators of effective leadership are:

| | |
|---|---|
| MORALE | EFFICIENCY |
| ESPRIT | DISCIPLINE |

(Go to page 90.)

Your Answer: b

Wrong! Standards are a part of discipline but discipline includes more.

---

(Go to page 87.)

Your Answer: e

Wrong! Contentment is not an indicator of the effectiveness of a leader.

---

(Go to page 87.)

Indicators are always present within a group, but may occur in numerous combinations of varying degrees.

Esprit does not necessarily appear in units which are efficient and well disciplined, nor is it a necessary condition for the unit to be successful in competition with other units.

A unit with high morale, esprit de corps, and discipline can still suffer from decreased efficiency if training programs are not fully pursued.

Esprit is a difficult characteristic to build. Often, units in a situation that is not very demanding may have good morale, discipline and efficiency but may never be challenged by the situation or their leader. Therefore, pride and esprit do not have a chance to grow.

Some units even perform well with a minimum of discipline.

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(Go to page 91.)

Descriptions of different units will be presented. You are to select the statement that best discusses the integration of discipline, efficiency, esprit and morale in each of these examples.

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(Go to page 92.)

## THE BIG DEUCE

The following is the account of a Marine 2-LT who took over his first platoon in Vietnam.

When I joined my platoon, it was part of a battalion-sized perimeter north of Dong Ha. The entire battalion had experienced heavy casualties a month before, and was now locally patroling, refitting, and retraining. The men had fought well and won a decisive battle, and their spirit was high. The battalion area was on a river, so that the men could bathe and relax. They were able to get hot food and plenty of sleep. Thus, morale was excellent. Discipline was especially good in my platoon. Because my platoon sergeant demanded instant obedience, the men respected him and admired his methods. We were able to run field training problems, had received new men and gear, and our efficiency was at a peak. I was able to phase in gradually, and elected not to make any major changes. This was the 2nd platoon, H. Co., 2/4. We were known as "The Big Deuce," and our trademark was fixed bayonets. Every man carried his bayonet unsheathed on his weapon.

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(Go to page 93.)

Three months later, there was no second platoon. A long series of operations with no appreciable rest periods had filled the three months. We had engaged North Vietnamese units in several battles, and had been mortared and harassed almost continually. Finally, after one night filled with hand-to-hand fighting in our own perimeter, I found myself the company commander, and the 2nd platoon mustered 13 men in the field.

During the three months, these men had continually reacted to orders without question. We were able to handle any offenses on the platoon level without resorting to formal punishment. Although we moved more slowly because we were bone weary, and we badly needed new gear--and more men--we were a very efficient 13 men; more so perhaps than a new unit, for we had a lot of experience under our belts.

I disbanded the platoon and distributed the men throughout the company. We felt that we needed a rest, a bath, a beer, a letter. . . We had seen old friends die or fall wounded. Although the platoon was disbanded my men stopped in to see me and said that they wanted to get the "Big Deuce" back together. They bragged of the body count of the NVA outside their holes and were proud that they had repulsed a battalion-size attack.

---

(Go to page 94.)

Answer the question as it relates to the second part of the described situation, the part presented on page 93.

Select the statement which BEST details the integration of morale, discipline, esprit, and efficiency in the second platoon.

a. Esprit was low but morale, discipline and efficiency were high. (Go to page 100.)

b. Discipline and efficiency were low but esprit and morale were high. (Go to page 102.)

c. Esprit and morale were low but discipline and efficiency were high. (Go to page 101.)

d. Morale was low but esprit, discipline and efficiency were high. (Go to page 103.)

MORALE: That state of mind of an individual which has been produced by all the circumstances which make his membership in a group rewarding and satisfying.

---

(If your answer was a look at page 97 and see how this applies to the second platoon before continuing to page 96.)

(If your answer was b look at page 97 and see how this applies to the second platoon before continuing to page 98.)

ESPRIT: The common spirit pervading the members of a group and inspiring enthusiasm, devotion, and zealous regard for the honor of the group.

---

(If your answer was a look at the chart on page 97 and see how this applies to the second platoon before continuing to page 104.)

(If your answer was c look at the chart on page 97 and see how this applies to the second platoon before continuing to page 104.)

| | | |
|---|---|---|
| DISCIPLINE: | HIGH | These men had continually reacted to orders without question. Offenses were handled on the platoon level without resorting to formal punishment. |
| EFFICIENCY: | HIGH | Although the men moved more slowly because we were bone weary and needed new gear and more men, they were a very efficient 13 men; more so perhaps than a new unit, for they had a lot of experience under their belts. |
| ESPRIT: | HIGH | Although the platoon was disbanded, the men stopped in to see the lieutenant and said they wanted to get the "Big Deuce" back together. They bragged of the body count of the NVA outside their holes and were proud that they had repulsed a battalion-size attack. |
| MORALE: | LOW | The men felt they needed a rest, a bath, a beer, a letter. . . They had seen old friends die or fall wounded. |

DISCIPLINE: The adherence of an individual to the rules which govern relations between the individual members of a society to protect the interests of the whole.

---

(Look at page 97 and see how this applies to the second platoon before continuing on page 99.)

EFFICIENCY: That ability to accomplish successfully an assigned task in the shortest possible time, with the minimum expenditure of means, and with the least possible confusion.

---

(Look at page 97 and see how this applies to the second platoon before continuing on page 104.)

Your Answer: a

Esprit was low but morale, discipline and efficiency were high.

In choosing a you were right that discipline and efficiency were high. Let's review the other two: morale and esprit.

---

(Go to page 95.)

Your Answer: c

Esprit and morale were low but discipline and efficiency were high.

In choosing c you were right that discipline and efficiency were high and morale was low. Let's review esprit.

---

(Go to page 96.)

Your Answer: b

Discipline and efficiency were low but esprit and morale were high.

In choosing b you were right that esprit was high. Let's review the other three: morale, discipline and efficiency.

---

(Go to page 95.)

Your Answer: d

Your're right! In the second platoon morale was low but esprit, discipline and efficiency were high.

---

(Go to page 104.)

KANE'S CREW

LT Kane, the Captain of a small ship, commanded an enthusiastic group; he had good chiefs and motivated junior officers. The ship had recently won an E for engineering efficiency and this was typical of the effort of the entire ship. The crew bragged about the mess on liberty; they dubbed the galley "The Steak House." With all this going for him, LT Kane still had the distinction of having the highest number of captain's masts of any ship of comparable size. Kane had always believed that "justice delayed was justice denied," and, when an individual was charged with an offense, justice was swift and fair. Kane tried to avoid the stigma of giving a man a court martial except in extreme situations.

---

(Select the statement which best describes the integration of morale, discipline, efficiency and esprit on LT Kane's ship from those presented on page 105.)

Select the statement which best describes the integration of morale, discipline, efficiency and esprit on LT Kane's ship.

a. Morale and discipline were low and esprit and efficiency were high. (Go to page 109.)

b. Discipline was low and esprit, morale, and efficiency were high. (Go to page 107.)

c. Discipline, esprit and morale were low and efficiency was high. (Go to page 110.)

d. None of the above (Go to page 108.)

| | | |
|---|---|---|
| DISCIPLINE: | LOW | LT Kane had the distinction of having the highest number of captain's masts of any ship of comparable size. Kane tried to avoid the stigma of giving a man a court-martial except in extreme emergency situations. |
| EFFICIENCY: | HIGH | The ship had recently won an E for engineering efficiency and this was typical of the performance of the entire ship. |
| ESPRIT: | HIGH | LT Kane commanded an enthusiastic group and the crew bragged about the mess on liberty, calling the galley "The Steak House." |
| MORALE: | HIGH | The mess was one that the crew bragged about on liberty; they dubbed the galley "The Steak House." |

(Go to page 111.)

Your Answer: b

You are right! Discipline was low and esprit, morale and efficiency were high.

---

(Go to page 106.)

Your Answer: d

None of the above

Discipline was low and esprit, morale and efficiency were high. Look at page 106. There you will see an explanation of why these four indicators are classified the way they are.

---

(Go to page 106.)

Your Answer: a

Morale and discipline were low and esprit and efficiency were high.

Discipline was low and esprit, efficiency and morale were high. We see proof of high morale in this example. The crew bragged about the food they ate. This is evidence that the crew found membership in this group satisfying.

(Go to page 106.)

Your Answer: c

Discipline, esprit and morale were low and efficiency was high.

Discipline was low and efficiency, esprit and morale were high. We see proof of high morale and high esprit in this example. The crew bragged about the food they ate. This is evidence that the crew found membership in this group satisfying and they were proud to be members. Also this was an enthusiastic group, further evidence of esprit.

---

(Go to page 106.)

THE BATTERING BATTALION

A Marine light-artillery battalion is attached to an infantry regiment for an extended tour in Japan. This means that the artillery battalion is under the command of the infantry. Normally, a light-artillery battalion is not attached to an infantry regiment but is assigned a mission of direct support.

The artillery battalion is kept busy shooting, attains a high degree of proficiency in artillery matters, and effectively accomplishes assigned missions. The members of the battalion develop special slogans for their battalion and proudly display the unit's flags outside their tents. However, as a subordinate battalion, the men feel that they are being treated as second-class citizens. The situation is compounded when the infantry commander makes frequent requests for the use of the artillery trucks as though the artillery battalion were just a motor transport battalion. The infantry commander finds that he has to put many of these men on report for infractions while on motor transport duty.

---

(Choose the sentence on page 114 which best discusses the integration of discipline, efficiency, morale and esprit in this example.)

Your Answer: c

Yes! In this example discipline and morale are low and efficiency and esprit are high.

---

(Go to page 117.)

Your Answer: b

Discipline is low and esprit, morale and efficiency are high.

Discipline and morale are low and esprit and efficiency are high. Why is morale considered low in this example? The men feel that they are being treated as second-class citizens and as a motor transport battalion instead of an artillery battalion. This affects each individual's state of mind and does not make his membership in this group rewarding or satisfying.

---

(Go to page 117.)

Choose the sentence which BEST describes the integration of discipline, efficiency, morale and esprit.

a. Discipline and morale are high and esprit and efficiency are low. (Go to page 116.)

b. Discipline is low and esprit, morale, and efficiency are high. (Go to page 113.)

c. Discipline and morale are low and efficiency and esprit are high. (Go to page 112.)

d. Discipline, morale and efficiency are low and esprit is high. (Go to page 115.)

Your Answer: d

Discipline, morale and efficiency are low and esprit is high.

Discipline and morale are low and esprit and efficiency are high. Efficiency is classified as high because the artillery battalion attains a high degree of proficiency and efficiently accomplishes the mission. The artillery battalion effectively produces results.

---

(Go to page 117.)

Your Answer: a

Discipline and morale are high and esprit and efficiency are low.

Discipline and morale are low and esprit and efficiency are high. The classifications and descriptions of the four indicators in this example are presented below.

| | | |
|---|---|---|
| DISCIPLINE: | LOW | The infantry commander found that he had to put many of the men from the artillery battalion on report for infractions while on motor transport duty. |
| EFFICIENCY: | HIGH | The artillery battalion was kept busy shooting, attained a high degree of proficiency in artillery matters, and effectively accomplished their assigned mission. |
| ESPRIT: | HIGH | The members of the battalion developed special slogans for their battalion and proudly displayed the unit's flag outside their tents. |
| MORALE: | LOW | The men in the battalion felt that they were being treated as second class citizens and the situation was compounded when the infantry commander made frequent requests for the use of the artillery trucks as though the artillery battalion were just a motor transport battalion. |

(Go to page 117.)

In this example, discipline is low as seen by an increase of offenses by the members of the artillery battalion while on motor transport duty. Discipline and morale often go hand in hand and, in this case, morale is also low. Morale and discipline are mutually reinforcing and when there is a breakdown of one there is often a breakdown of the other.

---

(If your answer was a go to page 118.)
(If your answer was b, c or d go to page 119.)

Efficiency is classified as high because the artillery battalion attains a high degree of proficiency and effectively accomplishes the mission. The artillery battalion effectively produces results.

Esprit is classified as high because the battalion's slogans and the displaying of the unit's flags are indicators of pride and zealous regard for the group.

---

(Go to page 119.)

GUNS AND GROG

The fire control division officer on a DLG supervises an enthusiastic group of men. They work with highly complicated equipment and the personnel are very proficient, maintaining the gear in "up" status all the time. The men put in many extra hours to keep the equipment in excellent condition and the team efforts are effective to the point where they have scored highly on many competitive exercises. When these men are on liberty ashore, they have a tendency toward drunkenness, fighting and generally unmilitary behavior. Most of them have been put on report several times for this type of behavior.

---

(Go to page 120.)

Select the sentence which best discusses the integration of discipline, efficiency, esprit and morale in this example.

a. Discipline, efficiency, esprit and morale are high. (Go to page 122.)

b. Discipline and morale are low and efficiency and esprit are high. (Go to page 124.)

c. Discipline and morale are high and efficiency and esprit are low. (Go to page 121.)

d. Discipline is low and efficiency, esprit and morale are high. (Go to page 123.)

Your Answer: c

Discipline and morale are high and efficiency and esprit are low.

Discipline is low and morale, efficiency, and esprit are high.

What indication do we have that discipline is low? Most of the men have been put on report several times for drunkenness and fighting. Let's look at the evidence that efficiency is high:

1) The personnel are very proficient.

2) Their team efforts are effective to the point where they have scored highly on many competitive exercises.

What evidence do we have that esprit is high?

1) An enthusiastic group of men

2) Team efforts have enabled them to score highly on many competitive exercises.

---

This is the end of Part Twelve, Segment I.

Your Answer: a

Discipline, efficiency, esprit and morale are high.

Discipline is low and efficiency, esprit and morale are high. What indication do we have that discipline is low? Most of the men have been put on report several times for drunkenness and fighting.

---

This is the end of Part Twelve, Segment I.

Your Answer; d

You're right! Discipline is low and efficiency, esprit and morale are high in this example.

---

This is the end of Part Twelve, Segment I.

Your Answer: b

Discipline and morale are low and efficiency and esprit are high.

Discipline is low and efficiency, esprit, and morale are high. What evidence do we have that morale is high? The men put in extra hours to keep equipment in excellent condition.

---

This is the end of Part Twelve, Segment I.

United States Naval Academy

# INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

## PART TWELVE

## APPLIED LEADERSHIP

### Segment I (Remediation)

### Measurement of Effective Leadership

Intrinsically Programed Booklet

(HHIPB)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

## NOTE

This portion of Segment I is designed for those students who fail to attain the criterion level of 80% on the Progress Check. Here, students will be directed to specific locations, depending upon Progress Check item(s) missed, for Remediation through additional leadership situational examples not found in the Main Text.

THE MISGUIDED MIDSHIPMAN

It's Christmas time, and the midshipmen at Annapolis are looking forward to their long awaited holiday leave. One second class midshipman, John Sprill from Missoula, Montana, is overly anxious. He speaks to one of his classmates.

"Listen, Smith; do me a favor. Would you sign out for me so I can leave a few hours earlier? This really means a lot to me; my brother is home on leave from Vietnam. He's only got a couple of days left in the States, and, if I miss my flight, I've got to kill a whole day waiting for my next connection. My folks and my brother would really be upset if I didn't get a chance to see him before he goes back to Vietnam."

Sprill's friend signs out for him and Sprill leaves the Academy four hours early. MIDN 1/c Nelson, squad leader and hometown friend of Sprill, finds out about Sprill's early unexcused departure and knows that no official report has been made.

---

(Review the facts on page 129 and from the selections choose the appropriate action for Nelson to take.)

Your Answer: b

MIDN 1/c Nelson puts MIDN 2/c Sprill on report.

This action is, of course, acceptable since MIDN Nelson is adhering to the rules. However, has Nelson considered the extenuating circumstances? Nelson should evaluate his reason for doing this. Would he react this way if Sprill was not a friend? He should ask himself if, in reporting Sprill, he is being overly conscientious in his efforts to be impartial.

MIDN Nelson must remember to be fair and consistent in taking corrective action or recommending punishment, one of the basic guidelines to follow to achieve good leadership.

---

(Go to page 131.)

Your Answer: d

MIDN 1/c Nelson tells Sprill to ask for permission to leave early next time and warns Sprill that, in the future, if he steps out of line in any way, he will report him.

Is this really the best way to handle the situation? It is true that MIDN Nelson accepts responsibility for the actions of his squad by talking with Sprill but Nelson must be sure that he is not making an idle threat about Sprill's future offenses. He should not correct or recommend punishment for future actions because he failed to correct or recommend punishment for past offenses. This is not fair to Sprill.

It would be more effective for Nelson to report the situation to the company officer and explain the extenuating circumstances, recommending that Sprill be counseled and no official report made. In this way he is not making threats and he can then fairly evaluate Sprill's future actions.

---

(Go to page 131.)

Your Answer: a

MIDN 1/c Nelson bends the rules and ignores the situation.

If MIDN Nelson ignores the situation he is not following basic leadership tenets. As squad leader, MIDN Nelson is responsible for everything his squad does or fails to do. Since MIDN Sprill is a member of his squad and MIDN Sprill violated a regulation, it is Nelson's responsibility to do something about it.

MIDN Nelson is deviating from another basic guideline if he ignores the situation. This has to do with being fair and consistent when taking corrective action or recommending punishment. Would Nelson ignore the offense if Sprill were not a friend? Other members of the squad may hear that Sprill "beat the system" and decide they can do it too. Nelson must be fair, imparital and consistent.

---

(Go to page 131.)

Sprill has a friend sign out for him so he can leave early to make a plane connection for home where he will visit his brother, home from Vietnam with only a few days leave. Nelson, his squad leader and hometown friend, learns of this and knows no official report has been made.

From the following statements select the one that indicates the best way to deal with this situation.

a. MIDN 1/c Nelson bends the rules and ignores the situation. (Go to page 128.)

b. MIDN 1/c Nelson puts MIDN 2/c Sprill on report. (Go to page 126.)

c. MIDN 1/c Nelson reports the situation to the company officer, explaining the extenuating circumstances, asks to have Sprill counseled and recommends no official report be made. (Go to page 130.)

d. MIDN 1/c Nelson tells Sprill to ask for permission to leave early next time and warns Sprill that, in the future, if he steps out of line in any way, he will report him. (Go to page 127.)

Your Answer: c

MIDN 1/c Nelson reports the situation to the company officer, explaining the extenuating circumstances, asks to have Sprill counseled and recommends no official report be made.

This action is most acceptable since MIDN Nelson reports the situation to the company officer and suggests that no official report be made because of the extenuating circumstances. By taking this action MIDN Nelson is accepting the responsibility for what his squad members do and fail to do.

---

(Go to page 131.)

It is always wise for a midshipman in Nelson's position to handle problems with the knowledge and consent of his senior officer.

---

(Go to page 132.)

## THE CRUDDY COMPARTMENT

Division Officer, LT Graves, and his assistant, ENS Stone, are on an inspection tour, under orders of the Executive Officer, of living quarters aboard a carrier.

Stone says, "Boy, this air group sure is sloppy! The condition of this place is cruddy. The decks are dirty, the bedding needs airing, and the bulkheads need to be scrubbed."

LT Graves responds, "You're right, Mr. Stone. Do you know they've been working around the clock on flight operations?"

---

(After reviewing the facts on page 135 look at the choices listed and decide which describes the most appropriate action to be taken by LT Graves.)

Your Answer: b

LT Graves agrees with ENS Stone that the air group is sloppy, but does nothing about it.

LT Graves cannot ignore the condition of the spaces. It is his job as a leader to look out for the welfare of the men aboard ship.

More appropriately, LT Graves should make no official report but should inform the air group's Operations Officer of the condition of the spaces. It would then be the responsibility of the Operations Officer to deal with the condition of the spaces of his men.

---

(Go to page 162.)

Your Answer: c

LT Graves makes no official report, but advises the Operations Officer of the air group of the condition of the spaces.

LT Graves bends the rule in this situation and wisely informs the Operations Officer of the air group of the condition of the spaces. It is then the responsibility of the Operations Officer to deal with the condition of the spaces of his men.

---

(Go to page 162.)

LT Graves and ENS Stone, while inspecting the living quarters aboard a carrier, discover that the spaces of the air group are disgraceful. LT Graves knows that the air group has been working around the clock on flight operations.

What is the most appropriate action for LT Graves to take?

a. LT Graves decides that the condition of the spaces is disgusting and, regardless of the long working hours of the air group, he puts them on report to the Executive Officer of the ship. (Go to page 136.)

b. LT Graves agrees with ENS Stone that the air group is sloppy, but does nothing about it. (Go to page 133.)

c. LT Graves makes no official report, but advises the Operations Officer of the air group of the condition of the spaces. (Go to page 134.)

d. LT Graves takes no official action, but contacts the Operations Officer of the air group and advises him that the spaces are unsatisfactory and that the spaces will be reinspected in two days, in accordance with the ship's policy. (Go to page 137.)

Your Answer: a

LT Graves decides that the condition of the spaces is disgusting and, regardless of the long working hours of the air group, he puts them on report to the Executive Officer of the ship.

LT Graves is following the strict letter of the law by putting the air group on report. Is he being fair in punishing this group? Couldn't LT Graves bend the rules to fit this situation?

More appropriately, LT Graves should make no official report but should inform the air group's Operations Officer of the condition of the spaces. It would then be the responsibility of the Operations Officer to deal with the condition of the spaces of his men.

---

(Go to page 162.)

Your Answer: d

LT Graves takes no official action, but contacts the Operations Officer of the air group and advises him that the spaces are unsatisfactory and that the spaces will be reinspected in two days, in accordance with the ship's policy.

LT Graves bends the rule by taking no official action and advising the Operations Officer of the condition of the spaces of the air group. He takes matters into his own hands, however, when he notifies the Operations Officer that he will reinspect the spaces in two days. Once Graves advises the Operations Officer of the situation he should let him deal with it.

---

(Go to page 162.)

A SHARE IN AMERICA

ENS Shoemaker's mission, the Captain told him, was to substantially increase the participation of the ship's officers and men in the savings bond drive. As a newly assigned savings bond officer, ENS Shoemaker was able to raise the bonds participation from 50% to 90% during the first month he had this additional duty. He accomplished this by planning an advertising campaign and by designating key men in each division. He designed posters, used the ship's 1MC circuit for broadcasts, used closed circuit television, generated competition among divisions, and counseled the enlisted men on the appropriate savings bond plan for their budgets. The second month, ENS Shoemaker achieved a goal previously thought to be unattainable--100% participation.

---

(After reviewing the facts on page 141, select the evaluation which most adequately appraises ENS Shoemaker's performance from those displayed.)

Your Answer: b

A job done in which ENS Shoemaker was thoughtful, persuasive and imaginative. ENS Shoemaker maintained enthusiasm, devised a well-planned program, and kept his goal in mind. He showed consideration for the welfare of the enlisted personnel by counseling and recommending savings bond programs to meet the budgets of each individual.

This is the most adequate appraisal of ENS Shoemaker's performance as savings bond officer because the Captain discusses some of Shoemaker's methods and his personal behavior in meeting his goals; for example, developing a well-planned program, keeping his goal in mind, and showing consideration for the welfare of his men. By describing Shoemaker's actions in his appraisal, the evaluator answers standard evaluation questions that apply.

---

(Go to page 144.)

Your Answer: a

A job well done, but ENS Shoemaker was typically slow and deliberate. He should have been more aggressive and forceful to accomplish the 100% goal the first month.

In this evaluation the Captain acknowledges the fact that ENS Shoemaker has accomplished the mission. However, the remainder of the appraisal is inappropriate to the situation. In explaining the mission to Shoemaker, the Captain said he wanted to see a substantial improvement in the ship's participation; he did not specify the degree of improvement. Shoemaker established the goal of 100% himself and was able to meet it in the second month. Both months, however, he obtained a substantial improvement in the percentage of participation. The Captain also did not adequately discuss Shoemaker's methods or his personal behavior in accomplishing the mission; for example, Shoemaker developed a well-planned program for which he established goals that he was able to achieve and Shoemaker concerned himself with the welfare of the enlisted men. Evaluation b is a more appropriate appraisal of the situation.

---

(Look at evaluation b on page 141 before continuing on page 144.)

MISSION ASSIGNMENT: Substantially increase the participation of the ship's officers and men in savings bond drive.

ENS SHOEMAKER raises participation from 50% to 90% the first month and to 100% the second month by planning an advertising campaign, by designating key men in each division and by counseling the crew on the appropriate bonds for their budgets.

From the following evaluations, select the one that most adequately appraises ENS Shoemaker's performance.

a. A job well done, but ENS Shoemaker was typically slow and deliberate. He should have been more aggressive and forceful to accomplish the 100% goal the first month. (Go to page 140.)

b. A job well done in which ENS Shoemaker was thoughtful, persuasive and imaginative. ENS Shoemaker maintained enthusiasm, devised a well-planned program, and kept his goal in mind. He showed consideration for the welfare of the enlisted personnel by counseling and recommending savings bond programs to meet the budgets of each individual. (Go to page 139.)

c. A routine job in which ENS Shoemaker developed a well-planned program, but he was sensitive, easily led astray by a sad story from enlisted personnel, timid, apologetic and lacking in forcefulness. These characteristics caused the goal of 100% participation to be delayed until the second month. (Go to page 142.)

d. Dynamic, energetic, convincing, sincere, mission-oriented, tenacious, understanding, happy-go-lucky, responsible ensign. (Go to page 143.)

Your Answer: c

A routine job in which ENS Shoemaker developed a well-planned program, but he was sensitive, easily led astray by a sad story from enlisted personnel, timid, apologetic and lacking in forcefulness. These characteristics caused the goal of 100% participation to be delayed until the second month.

In this evaluation, the Captain acknowledges the fact that Shoemaker accomplished his mission and briefly discusses his methods of accomplishing a well-planned program. However, in discussing the goal of 100% participation the Captain has not delineated who established this goal. The Captain requested a substantial improvement in the participation of the ship's officers and men but did not distinguish what he meant by a substantial improvement. Shoemaker established the goal of 100% and was able to meet it. Evaluation b is a more adequate assessment of Shoemaker.

---

(Look at evaluation b on page 141 before continuing on page 144.)

Your Answer: d

Dynamic, energetic, convincing, sincere, mission-oriented, tenacious, understanding, happy-go-lucky, responsible ensign.

This is a very poor evaluation. The Captain does not say if Shoemaker accomplished his mission and just lists adjectives which could describe anyone in any situation. He does not discuss Shoemaker's methods or his personal behavior in accomplishing the mission. Evaluation b is more appropriate because the Captain discusses some of Shoemaker's methods and his personal behavior in meeting his goals: developing a well-planned program, keeping his goal in mind, and showing consideration for the welfare of the men.

---

(Look at evaluation b on page 141 before continuing on page 144.)

Twelve/I/HHIPB INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

## THE LETHARGIC LECTURER

An instructor has assigned a 10-minute presentation on the subject "Exemplary Leadership in Peace and War" to MIDN Le Beau. Le Beau gives his presentation, talking extemporaneously for about five minutes and using broad generalizations. He uses no personal examples and presents no authoritative sources for his references. His uniform is stained and wrinkled.

---

(From the evaluations displayed on page 148 select the one which best describes Le Beau's performance.)

Your Answer: a

Le Beau did not successfully carry out his assigned task. His appearance and presentation reflected his preparation--unplanned and casual, ineffective and unimaginative.

This is the best assessment of MIDN Le Beau's performance. The instructor has indicated that Le Beau did not accomplish the mission and he describes Le Beau's personal behavior and the methods he used which were detrimental to achieving the goal. These include setting a poor example, inadequate planning for the accomplishment of the objectives, and a lack of concern for the other members of the class.

(Go to page 162.)

Your Answer: d

Although Le Beau did not meet the goal, he tried, and that's worth a few points. He failed to document his presentation with specifics and with personal examples. It was obvious that he had done no research.

In this evaluation the instructor states that Le Beau did not meet the goal that was established but says that, because Le Beau made an attempt, he should get some credit. A leader is judged by the accomplishment of a mission, not his attempt to accomplish the mission. The instructor does, however, discuss the manner in which Le Beau approached the mission.

Evaluation a is the best assessment of MIDN Le Beau's performance. The instructor has indicated that Le Beau did not accomplish the mission and he describes Le Beau's personal behavior and the methods he used which were detrimental to achieving the goal. These include setting a poor example, inadequate planning for the accomplishment of the objectives, and a lack of concern for the other members of the class.

---

(Look at evaluation a on page 148 before continuing on page 162.)

Your Answer: c

Le Beau accomplished half the mission by talking for five minutes. He has good leadership potential indicated by his ability to talk extemporaneously for five minutes.

In this evaluation the instructor states that Le Beau accomplished half the mission by talking for five minutes. In this situation the mission cannot be half accomplished. MIDN Le Beau either accomplishes the mission or he does not. In this case he does not.

Evaluation a is the best assessment of MIDN Le Beau's performance. The instructor has indicated that Le Beau did not accomplish the mission and he describes Le Beau's personal behavior and the methods he used which were detrimental to achieving the goal. These include setting a poor example, inadequate planning for the accomplishment of the objectives, and a lack of concern for the other members of the class.

---

(Look at evaluation a on page 148 before continuing on page 162.)

MISSION ASSIGNMENT: Prepare a ten minute presentation on the subject "Exemplary Leadership in Peace and War."

LE BEAU talks extemporaneously for about five minutes using broad generalizations. He does not use personal examples or authoritative sources for his references. His uniform is stained and wrinkled.

From the evaluations displayed below, select the one that best describes Le Beau's performance.

a. Le Beau did not successfully carry out his assigned task. His appearance and presentation reflected his preparation--unplanned and casual, ineffective and unimaginative. (Go to page 145.)

b. Le Beau had some good generalizations but his timing was off. He needed more rehearsal and lacked a real enthusiasm for the subject. His appearance was not exemplary--sloppy and unmilitary. (Go to page 149.)

c. Le Beau accomplished half the mission by talking for five minutes. He has good leadership potential indicated by his ability to talk extemporaneously for five minutes. (Go to page 147.)

d. Although Le Beau did not meet the goal, he tried, and that's worth a few points. He failed to document his presentation with specifics and with personal examples. It was obvious that he had done no research. (Go to page 146.)

Your Answer: b

Le Beau had some good generalizations but his timing was off. He needed more rehearsal and lacked a real enthusiasm for the subject. His appearance was not exemplary--sloppy and unmilitary.

In this evaluation the instructor does not state specifically if the mission was accomplished. However, he does discuss the manner in which Le Beau approached the mission. A more comprehensive evaluation is seen in a.

Evaluation a is the best assessment of MIDN Le Beau's performance. The instructor has indicated that Le Beau did not accomplish the mission and he describes Le Beau's personal behavior and the methods he used which were detrimental to achieving the goal. These include setting a poor example, inadequate planning for the accomplishment of the objectives, and a lack of concern for the other members of the class.

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(Look at evaluation a on page 148 before continuing on page 162.)

## THE SLAVE GANG

2-LT Newton's rifle platoon continually sets the example for the other Marine rifle platoons in the entire regiment. His platoon is "turned out" before normal reveille doing calisthenics as a unit and jogging two miles without dropouts. During annual marksmanship training, Newton's platoon often wins the highest percentage of qualifications and has the highest percentage of expert riflemen, when compared with the other platoons on base. The area assigned to Newton's platoon looks like a show place all the time; he does not have to get ready for inspection, he stays ready. Newton never wastes his men's time; his platoon does not stand around waiting for something to do. When volunteers are needed for any project, the whole platoon volunteers. Although it appears to the other units that Newton runs a "slave gang," his platoon has fewer sick bay cowboys, higher reenlistment rates, no courts-martial and no complainers to the Inspector General.

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(Go to page 153.)

Your Answer: a

Discipline, efficiency and esprit are high but morale is low.

All four indicators of effective leadership, discipline, efficiency, esprit, and morale are high. Let's look at the evidence of high morale in Newton's platoon.

Fewer sick bay cowboys

Higher reenlistment rates

No courts-martial

No complainers to the Inspector General

---

(Go to page 156.)

Your Answer: b

Discipline, efficiency and morale are high but esprit is low.

Discipline, efficiency, morale and esprit are high in this example. Let's look at the evidence of high esprit in Newton's platoon.

Men's readiness to volunteer

Competitive spirit in the unit--(jogging two miles without a dropout)

The unit's reputation

High percentage of experts in the unit

---

(Go to page 156.)

Select the statement which best explains the integration of discipline, esprit, morale and efficiency.

a. Discipline, efficiency and esprit are high but morale is low. (Go to page 151.)

b. Discipline, efficiency and morale are high but esprit is low. (Go to page 152.)

c. Discipline, esprit and morale are high but efficiency is low. (Go to page 155.)

d. Discipline, efficiency, esprit and morale are high. (Go to page 154.)

Your Answer: d

You're right. In this example, discipline, efficiency, esprit and morale are high.

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(Go to page 156.)

Your Answer: c

Discipline, esprit and morale are high but efficiency is low.

Discipline, esprit, morale and efficiency are high in this example. Let's look at the evidence of high efficiency in Newton's platoon.

Highest percentage of qualifications

Highest percentage of expert riflemen

Newton's platoon area looks like a show place all the time; he does not have to get ready for inspection, he stays ready.

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(Go to page 156.)

THE GARRULOUS GANG

LT Lazerow, the Communications Officer aboard a destroyer, supervises nine radiomen who are individually highly proficient. The radio gang performs their tasks effectively and thoroughly, and are happy in their work. LT Lazerow has never had to put any of these men on report. Each radioman maintains a high standard of military courtesy and exemplary appearance at all times. Each man, however, has a tendency to go his own way and all attempts to have the radio gang participate as a team in extra-curricular activities have failed.

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(Select the statement on page 157 that best indicates the integration of morale, esprit, discipline and efficiency in this example.)

Select the statement that best describes the integration of discipline, efficiency, esprit and morale in the radio gang.

a. Discipline, efficiency and morale are high and esprit is low. (Go to page 158.)

b. Discipline and efficiency are high and morale and esprit are low. (Go to page 159.)

c. Discipline and efficiency are low and morale and esprit are high. (Go to page 160.)

d. Discipline, esprit and morale are high and efficiency is low. (Go to page 161.)

Your Answer: a

You're right! Discipline, efficiency and morale are high and esprit is low in this example.

---

(Go to page 162.)

Your Answer: b

Discipline and efficiency are high and morale and esprit are low.

Discipline, efficiency, and morale are high and esprit is low. Let's look at the evidence that morale is high.

1) The radio gang is happy in their work.

2) Each man maintains a high standard of military courtesy and exemplary appearance.

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(Go to page 162.)

Your Answer: c

Discipline and efficiency are low and morale and esprit are high.

Discipline, efficiency and morale are high and esprit is low. Let's look at the evidence that discipline is high:

1) None of the men has ever been put on report.

2) Each man maintains a high standard of military courtesy and exemplary appearance.

Let's look at the evidence that efficiency is high:

1) The men are highly proficient.

2) They perform their tasks effectively and thoroughly.

Let's look at the evidence that esprit is low:

Each man has a tendency to go his own way and all attempts to have the radio gang participate as a team in extra-curricular activities have failed.

---

(Go to page 162.)

Your Answer: d

Discipline, esprit and morale are high and efficiency is low.

Discipline, morale and efficiency are high and esprit is low. Let's look at the evidence that efficiency is high:

1) The men are highly proficient.

2) They perform their tasks effectively and thoroughly.

Let's look at evidence that esprit is low:

Each man has a tendency to go his own way and all attempts to have the radio gang participate as a team in extra-curricular activities have failed.

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(Go to page 162.)

This is the end of Remediation for Part Twelve, Segment I.

United Stated Naval Academy

# INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

## PART TWELVE

## APPLIED LEADERSHIP

### Segment I

### Measurement of Effective Leadership

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

## MEASUREMENT OF EFFECTIVE LEADERSHIP

### PROGRESS CHECK

Question 1.

A LTJG who recently reported aboard a ship at Norfolk, Va., was faced with the decision of how to handle a case of one of his seamen being absent over leave. Holiday leave was divided into two segments, 20-28 December and 29 December-7 January so that everyone who desired leave during these periods could take off. The seaman had gone home to Chicago during Christmas leave and was due to report back on board ship on the 28th of December. Because he was having such a good time, the seaman decided to take the last available transportation from Chicago--a nonexpress bus. Several hours out of Chicago, it became apparent to the seaman that he wasn't going to get back on time. Even so, he hesitated to try and call his ship. About five hours out of Chicago the bus ran into a snowstorm that delayed the bus even more. The seaman still did not notify his ship. The seaman finally returned to his ship on the 29th about 21 hours late.

What would be appropriate action for the LTJG to take in this case?

a. The officer asked for no further explanation and took no official action. He told the seaman that it better not happen again "or else."

b. The officer listened to the explanation. He asked the seaman if he had made plans to leave early to compensate for travel delays. The seaman replied that he had not. The LTJG counseled the seaman on travel planning and put the man on report, recommending lenient punishment for the UA violations.

c. The officer listened to the explanation but then chose to put the man on report, recommending the maximum punishment for the UA violations. He reasoned that there had not been adequate planning if the man was late.

d. The officer referred the entire matter to the Division Officer for disposition.

Question 2.

From the following, select the group which contains only correct leadership principles.

a. Be technically and tactically proficient; restrict flow of information to avoid false rumors; set the example.

b. Seek and take responsibility for your actions; develop the specialist training concept; make sound and timely decisions.

c. Develop a sense of responsibility among subordinates; employ your command as the principal means of maintaining discipline.

d. Know yourself and seek self-improvement; ensure that the task is understood, supervised and accomplished; know your men and look out for their welfare.

---

Question 3.

Select the correct guidelines for accomplishing a job realistically.

1. Let your men know you are primarily interested in their ability as sailors, not as individuals.
2. Criticize in private, not in public.
3. Punish frequently so as to gain firm discipline.
4. State your requirements only once.
5. Lead by example.

a. 1, 3, 4

b. 2, 5

c. 1, 2, 4

d. 1, 5, 4

Question 4.

Marine 2-LT Olson was charged with the task of safely transporting a radio transmitter with classified components within 24 hours to Camp Lejeune, N.C., a distance of 75 miles. Olson ordered SGT Baxter to select a driver, a working party, and then make the necessary arrangements with the quartermaster for the release and shipment of the transmitter. Olson arranged the itinerary for the trip and procured a flat-bed truck. The transmitter was delivered on time. However, after the transmitter arrived, it was discovered that the radio had been shipped without observance of the mandatory regulations governing the transporting of classified equipment.

Select the statement which best describes the performance of 2-LT Olson from a superior's standpoint.

a. 2-LT Olson made delivery on time. Although partial responsibility for the security oversight rested with Olson, SGT Baxter was really responsible for the violation of the mandatory security regulations.

b. 2-LT Olson made delivery on time. Although partial responsibility for the security oversight rested with Olson, the quartermaster was really responsible for the release of the transmitter.

c. 2-LT Olson should not be held responsible for the security oversight; evaluation of his performance should be based on the fact that he did make delivery on time.

d. None of the above

Question 5.

Select the statement which correctly states the basic criterion for measuring leadership effectiveness.

a. Accomplishment of the assigned mission

b. The establishment of esprit de corps and morale within the organization

c. Correct application of standing operating procedures

d. Logical planning of goals and objectives

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Question 6.

Select the paragraph which correctly states the importance of mission accomplishment.

a. Mission accomplishment is important, but should not conflict with standard training procedures that have been studied and accepted by higher authorities.

b. Mission accomplishment is not of primary importance if it contradicts the norms of the group assigned to the mission.

c. Mission accomplishment is the first and foremost determining factor in a superior's estimate of his subordinate. Each individual mission accomplished is an integral part of the overall naval effort.

d. Mission accomplishment is the secondary concern of a leader; efficient method employment is the ultimate evaluation criterion the leader must consider.

Question 7.

Select those questions which a superior should ask when evaluating a subordinate's performance.

1. Does he avoid responsibility while developing an effective working relationship with his subordinates?
2. Does he achieve the desired results regardless of the adversity he encounters?
3. Does he establish meaningful, relevant goals and objectives?
4. Does he allow his most competent subordinate to oversee the entire mission to be accomplished?

a. 1,4

b. 3,4

c. 2,3

d. 1,2

Question 8.

Select the statement which describes the correct relationship among esprit de corps, morale, and discipline with respect to leadership effectiveness.

a. To maintain high morale, firm discipline and esprit de corps, a unit must be well equipped, well trained and sufficiently staffed for each task assigned.

b. A unit with high morale and esprit de corps will suffer from decreased efficiency if training standards are not fully pursued.

c. A unit with high morale and good discipline may suffer from poor esprit de corps if the tasks assigned do not provide the challenge necessary to develop pride in personal performance.

d. Both b and c above

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Question 9.

Select the statement which correctly describes the integration of esprit de corps and morale.

a. Men in a unit with high morale have a sense of collective pride and are challenged by the goals of the unit, whereas esprit de corps instills a feeling of individual appreciation and satisfaction in the men for their specific duties.

b. High esprit de corps is directly related to the level of morale within a unit.

c. When morale and esprit are high, the men in a unit can often put self-gratification and personal goals secondary to the commonly accepted objective of the unit.

d. It takes both high morale and esprit de corps to maintain a high level of unit performance.

Question 10.

Choose the list which contains the four indicators of effective leadership.

a. Morale, esprit de corps, efficiency, discipline

b. Esprit de corps, attitude, morale, effort

c. Discipline, morale, attitude, esprit de corps

d. None of the above

Twelve/I/RPF INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Twelve SEGMENT I

REMEDIATION TEXT Intrinsically Programed Booklet VOL-XII-A

| ITEM | ANSWER | REMEDIATION REFERENCE |
|---|---|---|
| 1 | b | Pages B6-S23, B125-S162 |
| 2 | d | Pages B2-S14 |
| 3 | b | Pages B2-S7 |
| 4 | d | Pages B37-S83, B141-S162 |
| 5 | a | Pages B37-S46 |
| 6 | c | Pages B37-S46 |
| 7 | c | Pages B46-S83, B141-S162 |
| 8 | d | Pages B83-S123, B150-S162 |
| 9 | c | Pages B83-S123, B150-S162 |
| 10 | a | Pages B83-S90 |
| 11 | | |
| 12 | | |
| 13 | | |
| 14 | | |
| 15 | | |

* B-page to begin on; follow page instructions to stop page indi-
S-stop at this page

PROGRAM FRAME ANSWERS

PART TWELVE

Segment I

## PROGRAM FRAME ANSWERS

PART Twelve SEGMENT I TYPE Intrinsically Programed Booklet PAGE 1 OF 1 PAGES

| QUESTION PAGE | CORRECT ANSWER |
|---|---|
| 4 | a-2 |
| 4 | b-1 |
| 4 | c-2 |
| 4 | d-2 |
| 4 | e-2 |
| 4 | f-1 |
| 4 | g-1 |
| 4 | h-2 |
| 4 | i-2 |
| 4 | j-1 |
| 4 | k-1 |
| 5 | a-1 |
| 5 | b-2 |
| 5 | c-1 |
| 5 | d-1 |
| 5 | e-2 |

| QUESTION PAGE | CORRECT ANSWER |
|---|---|
| 5 | f-1 |
| 5 | g-2 |
| 5 | h-2 |
| 5 | i-1 |
| 5 | j-1 |
| 10 | c |
| 17 | i |
| 19 | b |
| 28 | d |
| 31 | a |
| 38 | b |
| 41 | c |
| 51 | a-1 |
| 51 | b-1 |
| 51 | c-2 |
| 51 | d-1 |

| QUESTION PAGE | CORRECT ANSWER |
|---|---|
| 51 | e-1 |
| 51 | f-2 |
| 51 | g-1 |
| 51 | h-2 |
| 51 | i-1 |
| 51 | j-1 |
| 52 | d |
| 60 | c |
| 66 | c |
| 72 | d |
| 75 | c |
| 86 | d |
| 94 | d |
| 105 | b |
| 114 | c |
| 120 | d |

## PROGRAM FRAME ANSWERS

PART Twelve SEGMENT I TYPE Intrinsically Programed Booklet (Remediation) PAGE 1 OF 1 PAGES

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|---|---|
| 129 | c |
| 135 | d |
| 141 | b |
| 148 | a |
| 153 | d |
| 157 | a |